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ABSTRACT

This manual is intended to be of practical use to home economics teachers, especially those who have low-income students in their classes. It contains lesson plans, teaching techniques, and teaching aids. While most of the activities are designed to be used in the classroom, there are a number which require students to work outside the classroom. Part I is addressed to the teacher; the materials are selected to better acquaint the teacher with the characteristics, needs, and challenges of the student from the low-income family. Parts II, III, and IV contain many suggestions for class activities, including management, basic resources, and management principles. (Author/JW)

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HOME MANAGEMENT FOR LOW-INCOME FAMILIES: NINTH AND TENTH GRADE LEVEL

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FOREWORD

This is not a scholarly work--nor was it intended as such. It is intended to be of practical use to home economics teachers, especially those who have low-income students in their classes. A number of teachers and students have worked diligently to prepare the learning activities described herein. When there is such a compilation of materials, inconsistencies in form inevitably result. It is hoped that readers are not distressed by these inconsistencies, but will find the materials useful in the forms in which they are presented. Some learning activities are addressed to the teacher and some to the student. While most of them are designed to be used in the classroom, there are a number which require students to work outside the classroom.

Part I is addressed to the teacher. The materials here are selected to better acquaint the teacher with the characteristics, needs and challenges of the student from the low-income family.

Parts II, III, and IV contain many suggestions for class activities. They have been classified according to content. Part II deals with the basic dimensions of management--values, goals, and problem-solving. Part III is centered on the basic resources--time, energy, and money. Part IV has activities relating to the application of management principles for effective living. These are divided into two groups: those which are resource-centered and those which are person-centered.

Special concern has been given to activities which will aid in the development of the "whole person," since the low-income student's need for an improved self-image is often great. Unmet personal needs can and do stand in the way of learning; therefore, the teacher is compelled to search for ways in which students' needs can be met in school. Perhaps, Abraham Maslow's well known "hierarchy of human needs" may serve as a convenient reference!!

Abraham Maslow's "Hierarchy of Human Needs"

1. Physiological needs--hunger, thirst, activity, and rest.

2. Safety needs--security, and release from anxiety aroused by threats of various kinds.

3. Love needs--love, affection, acceptance, and a feeling of belonging.

4. Esteem needs--self-esteem from mastery and confidence in one's worth, adequacy, and capacities; and esteem from social approval.

5. Self-actualization needs--self-expression in personal and social achievements; need to feel free to act, to satisfy one's curiosity, and to understand one's world.

PART I - THE TEACHER AND THE STUDENT

INTRODUCTION

An increasing number of young people are marrying, starting families, and entering the working force before they have finished high school. Many ninth and tenth grade girls are in their last year of formal education, and will soon be filling the dual role of homemaker-wage earner (and perhaps that of mother as well). What can we, as teachers, give to these young people that will help equip them for this sudden plunge into the complex and demanding adult world? From the standpoint of home economics, perhaps the most important thing we can offer is a thorough grounding in home management. They will need many skills and much knowledge to fulfill their adult roles successfully, but the ability to analyze and solve problems, to make intelligent decisions, to plan the most appropriate allocation of their resources, to set significant goals and work toward them--these are basic. Home management is the mental coordination of all with which one has to work and the selection of the goals toward which one desires to work.

This publication has been written, then, for the purpose of helping home economics teachers to improve the home management skills of ninth and tenth grade students. It is directed particularly at those from low-income families for a number of reasons. First, it is these students who are most likely to be wage-earners as well as homemakers after marriage, although this is a growing trend at all levels of our society. Second, it is these students who are least likely to have internalized from their parental families the principles of organization, problem-solving, goal setting, and planning which characterize "good" management. Third, while there are teaching techniques which definitely are more effective with low-income students, this is not to say that such techniques are appropriate to this group alone. Indeed, such techniques usually comprise good teaching for all students. They are recommended especially for the low-income student because the quality of education offered him is more crucial, more life-changing than it is for the middle class student. The low-income student is more dependent upon the school to stimulate him to learn; whereas the middle class student is more likely to learn in spite of the school, if necessary.

There is no doubt that the most important element in any educational system (next to the students themselves) is the teacher. Fine lesson plans, creative teaching techniques, and innovative teaching aids--helpful as they are--can never equal the impact of a teacher who sees her students as growing human persons who are infinitely worthwhile and who deserve her total respect and her best efforts. Having said this, it seems a bit inappropriate to proceed to introduce a booklet of teaching techniques! However, that is our task. We offer to teachers some suggestions concerning specific classroom activities. Whatever use teachers make of this book, we hope that the one important objective--that of helping students to learn--will be enhanced.

Helen Karr McFarland

Mary Lamb Hill

THE IMPORTANCE OF YOU

Has anyone--perhaps a friend or a teacher--ever really made a big change in your life? If so, think for a moment about just what caused that change. Was it some factual information which that person passed on to you? Or was it his really caring about you which made the biggest difference? Was it something she taught you to do? Or was it that she helped you see some new alternatives for your life or pointed out some strengths you had not seen in yourself before?

Your answers to these questions are your cues to touching your students' lives. Your attitude toward a student and your relationship with him is more likely to have a lasting effect, whether positive or negative, than any lecture you will ever deliver. This is not to say that subject matter is unimportant, or that it doesn't matter whether you teach him anything, so long as you have a good relationship with him. It is to say that we must put first things first--and your students will sense your feelings toward them long before they ever hear your words of wisdom.

SOMETHING TO HOLD

Disadvantaged youngsters have been found to make a slower, less complete transition from concrete to abstract thinking. To facilitate this transition, it is helpful to begin with something concrete--something to hold, to handle, to examine, to help jog memories when the related ideas are referred to later. Perhaps the concrete "something" will be a trip to a factory or a bank or somebody's home. At any rate, it is worth the extra work required to provide concrete experiences to go along with abstract concepts. The more ways in which we can involve students actively in their own learning, the more complete the learning is likely to be. Physical, mental, and emotional involvement are all important, and each enhances the others.

WHEN STUDENTS CAN'T WRITE

The students for whom this book is written often have difficulty with reading, spelling, and grammar. Thus it is hard for them to express themselves fully in writing. Many of the learning activities suggested in this book involve the compiling in written form of contributions from several students. In such cases, it is recommended that the actual writing, whether on paper or chalkboard, be done by volunteer student secretaries. In some cases, the teacher may choose to act as secretary. The use of secretaries is an attempt to circumvent the language obstacle to self-expression. It is urgent to help students to succeed in their thinking and to learn to do the mental work involved in management, whether or not they can read or write.

For the student who acts as secretary, the task can provide a sense of pride and achievement, an opportunity for one of the many small successes which are so important in the development of self-esteem. For others, it may serve as incentive to work harder on writing skills.

STUDENTS LEARN FROM ONE ANOTHER

We teachers need to accept the fact that our students learn far more from each other than they learn from us. They need and want to know the things they can learn from peers because these things have

immediate application to their lives (what words and actions will make one be considered "in" by the group, what kind of clothing and hair style one does and does not wear in order to be accepted, etc.). We may as well capitalize upon this highly motivated learning relationship and let it work in the classroom. Instead of automatically separating friends when we make out a seating chart, let us facilitate communication between students in class and let them learn from each other. To be sure, such communication needs to be structured and guided by the teacher, but it can be very beneficial if carefully done. It may take a little while for a class to learn to function in pairs or small groups, but it will be worth the effort. The teacher needs to set the limits for group work; that is, to define exactly what the group is to talk about or decide upon, to explain why they need to do this, and to circulate about the room during discussion, in order to help groups get started or keep on the right track. There should be an increasing amount of freedom for the students, however, as they learn to work in this way. Some end product of their work together is helpful in guiding them toward a concrete objective.

One of the objectives we always have in working with disadvantaged people is the development of self-esteem and feelings of success. We all form our own self-image from others' reactions to us. Since acceptance by peers is more important to teen-agers than is acceptance by adults, it stands to reason that they will get more pertinent feedback about themselves from a group of peers than from one adult.

COMMUNICATION HELPS

One of the most pertinent factors in the exploitation of low-income people in our society is the fact that they often are unable to communicate effectively with government agencies, sales people, other family members, etc. There are many techniques that we can use to teach home economics which, at the same time, will improve the students' communication skills. Such techniques include mock telephone conversations and/or role-playing in situations which these people are likely to meet in everyday life; and talks with sales people, loan company representatives, insurance salesmen. Other ways of teaching communication skills include giving students experience with the following: interviewing people outside the school; writing letters to manufacturers, state representatives, and others; preparing and presenting to the class radio and television "commercials"; presenting adaptions of television shows which deal with some aspect of the subject matter; and information-gathering visits or telephone calls to stores and other places of business. The possibilities are limited only by the boundaries of one's imagination. The a advance preparation with a student for taping an interview with a credit manager, for example, gives the teacher an opportunity to help the student think through such questions as "Exactly what is it that I want to find out?" and "How do I ask the question in such a way that I will get the information I need?"

DESCRIPTION OF THE LOW-INCOME STUDENT IN TERMS OF HIS LIFE CIRCUMSTANCES

1. He lacks the money to secure adequate food, clothing, and shelter on a regular basis.

2. He is left out, cut off from the major portion of society and from the means of achieving some of the major goals which most people share. He feels a disconnectedness from society. He often lives his

whole life in a small geographical area--his own neighborhood. Lack of money for transportation limits where he can shop, as does the need for credit which he can get only in his own neighborhood stores. His friends, his school, his leisure activities--all often are centered in his own immediate neighborhood, which limits his experience with other patterns of living.

3. Along with the lack of money, the family often has additional serious problems. Divorce, alcoholism, unemployment, while not always present, are frequently a factor and they often result in a one-parent family.

4. The parent--or parent--often must work whenever work is available, leaving even small children alone or in the care of an older child much of the day. Thus, the high school student has spent much of his life left to his own resources.

5. He is more likely to be exposed at an early age to such things as alcoholism, drugs, illicit sex, gambling--things from which middle class children are shielded.

6. Low earning power in a generally affluent society tends to make a person see himself as a failure, a worthless person. Society views him this way. Low self-esteem depresses one's aspirations and expectations of achievement. He feels helpless to improve his condition, and in great part, he is correct.

7. Children of poor parents tend to remain poor. They are reared in an environment which leads to low self-expectations and dropping out of school. This leads to low earning power, which necessitates living in a low-rent district, and the cycle begins to repeat itself.

8. In school, as in the society it reflects, the poor child is made to feel different, not quite belonging.

9. The low-income person in our society is powerless. He spends his life "being acted upon" rather than "acting in" the various situations he encounters.

10. The low-income family may live very well for a few days right after payday and then starve until the next check arrives. This "living well" may be a necessary emotional release from the pressure of poverty.

11. In some areas family status may be measured by material possessions. Thus, many non-essentials may be purchased by people who cannot afford them.

12. The low-income families are less oriented to health care, especially preventive care. Consequently, they often have poor health.

EDUCATIONAL CHARACTERISTICS OF THE LOW-INCOME STUDENT

1. He often has impaired language ability which has far-reaching effects of his total academic ability.

2. His transition from concrete to abstract thought processes is slower and more difficult than that of the middle class student.

3. Even his concrete thought processes are slower than that of other students.

4. He has had experiences with failures in many realms of life which tend to lower his expectations for himself.

5. He is unwilling to take risks in order to achieve. Middle class children have learned that the temporary insecurity required to achieve something brings its rewards. The low-income child has experienced few rewards. He prefers immediate gratification even though delayed gratification might bring bigger rewards.

6. He has a general lack of readiness when he first enters school; this tends to persist through the other grades.

7. He tends not to exhibit organization--an important middle class value.

8. He has had limited experience with some things with which the school assumes he has had wide experience: culture; society; government; and academic tools such as pencils, paper, and books.

9. He needs, but seldom gets, support and encouragement from adults.

10. He remembers best the unusual or important events, and the often repeated events in his life.

GUIDELINES FOR TEACHING THE LOW-INCOME STUDENT

I. Improve his self-image.

A. He needs to realize that the teacher has a positive image of him.

1. She pays attention to him and lets him know she likes him.
2. She makes frequent eye contact with him. (This has been found to be an influential factor in pupil success.)
3. She comments on his successes, even small ones, and makes him feel that he is an acceptable, worthwhile person.

B. He needs to realize that his fellow students have some positive feelings toward him.

1. He experiences interaction with them in the classroom which allows him to observe their reactions to him.
2. He has opportunity to hear from them some honest feedback about himself.

C. He needs to see some new images of himself.

1. He hears his own voice on tape and perhaps sees himself in movies or on videotape.
2. He is encouraged to express his thoughts and feelings frequently, and he begins to feel that his thoughts and feelings are worth sharing.
3. He is encouraged to make some unqualified positive statements about himself to a group of peers.

4. He makes some concrete plans for his future and takes some action toward carrying out his plans.
5. He experiences a sense of power and potency by solving real problems, not just contrived experiences.

II. Meet him on his own familiar territory.

A. Use concrete, manipulative props in the classroom to increase the student's active participation in class.

B. Provide first hand experience with real situations whenever possible through field trips, outside resource people, etc.

C. Let him work on real problems--not phony ones--whenever possible. This helps him realize that school learning can be relevant to his life.

D. When real experiences are not possible, simulate the real thing through role-playing, films, etc. Bring him as close as possible to real involvement in real things that are relevant to his life. (In order to do this, the teacher must get to know him and understand what his life is really like.)

E. Broaden his experience by bringing him in contact with new places, new people, new processes, new ways of thinking and acting.

F. Provide for plenty of physical activity in the classroom. Physical involvement increases one's mental and emotional involvement.

III. Help him to work toward higher goals.

A. Move from the concrete toward abstract thinking, but only as fast as he can go. To hurry is to lose him and to reinforce his feelings of failure.

B. Present material in a carefully planned sequence, building upon each learning with a more complex one. Review former learnings through frequent use of them.

C. Help him learn concepts and processes, not isolated facts.

D. Develop the motivation of learning for its own sake(rather than for getting a job or being a good mother sometime in the future). This kind of motivation is stronger, more lasting, and easier to arouse.

(The teacher may want to consider the method of motivation to learning used by Frank Gilbreth and described in Chapter 11 of Cheaper By the Dozen by Frank and Ernestine Gilbreth. This book is available in nearly any library.)

IV. Help him to succeed.

A. His home situation may be bad. Don't make his success at school depend upon cooperation from the home.

1. Don't give home assignments which are dependent for their completion upon a parent's permission or cooperation.
2. Avoid class activities that require each student to do things which may put him in an embarrassing situation because he doesn't have nearly the type of possessions or living arrangements enjoyed by the majority of the class.

B. Work to develop the class into a community where each member is valued, respected, appreciated, and successful as much of the time as possible.

1. The teacher needs to get acquainted with the students. This need not imply any lessening of discipline or any threat to the teacher's authority.
2. Students need to learn respect and appreciation for each other and for themselves.

C. Don't make him fail repeatedly because he can't read or write. Offer alternative ways for him to express his ideas, thus putting the emphasis upon thinking instead of writing.

SELECTED RESOURCES FOR TEACHING

The following brief list is offered as a starter for teachers who have experienced difficulty in finding materials appropriate for use with low-income students.

1. CO-ED/FORECAST, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Write for order form and descriptive leaflet on curriculum units, visual transparencies and masters, books, and Classtoons (one set specifically for disadvantaged youth).

2. HELPs (Home Economics Learning Packages) for individualized instruction. Write for descriptive brochure and order form, "Plus", published Spring, 1971. American Home Economics Association, 2010 Massachusetts Ave. N.W., Washington, D.C. 20036.

3. ILLINOIS TEACHER, 342 Education Building, University of Illinois, Urbana, Illinois 61801. Excellent periodical, published six times each year. Subscriptions $5 per year. Single copies $1. Back issues available. See especially:
Vol. XI, No. 1, Fall 1967-68, "Consumer Education for Disadvantaged Adults."
Vol. XII, No. 3, Winter 1968-69, "Action and Innovation." (deals with low-income families)
Vol. XIII, No. 5, May-June 1970, "Relevance--In Meeting Social Needs." (Includes suggested learning experiences)

4. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. Write for list of teaching helps available. A suggested one is "Your Guide to Teaching Money Management."

5. Roman, Hohn and Robert Finch. FAMILY FINANCIAL MANAGEMENT, Southwestern Publishing Company, Chicago, Illinois. (A practice set like that used in the business department, devoted exclusively to family finances.)

6. "Smart Shoppers for Smart Clothes, Consumer Education Unit for Teenage Boys and Girls," prepared by R. Elizabeth Williams, Louisiana State University and Agricultural and Mechanical College, Cooperative Extension Service. (Sixty-eight page workbook for students.)

7. TIPS AND TOPICS in Home Economics, published by the College of Home Economics, P.O.Box 4170, Texas Technological College, Lubbock, Texas, 79409. Published quarterly. Subscription rate $3 per year. Back issues available. See especially:
Vol. VIII, No. 1, Nov., 1967, "People in Transition."
Vol. V, No. 1, Feb., 1965, "Families of Working Mothers."
Vol. X, No. 1, Nov., 1969, "New Approaches to Teaching."

8. USEFUL ARITHMETIC, Vol. I, John D. Wool and Raymond J. Bohn. Frank E. Richards Publisher, Phoenix, New York, 13135. Revised 1968. (Workbook of practical problems concerning purchasing groceries, clothing, household goods; paying utitily bills; checking sales slips; figuring out restaurant checks; understanding payroll deductions, etc.)

9. USEFUL ARITHMETIC, Vol. II, John D. Wool. Frank E. Richards Publishers, Phoenix, New York 13135. 1967. (Includes some topics covered in Vol. I plus making change and counting money; paying loans; budgeting; savings and checking accounts.)

10. VALUES AND TEACHING. Louis E. Raths, Merrill Harmin, and Sidney E. Simon. Charles E. Merrill Publishing Co., Columbus, Ohio, 1966. (How values are formed and how they are related to one's experiences; helping students develop their own values; suggested questions and teaching techniques.)

11. Visual Products Division, 3M Company.
Sets of approximately 20 visuals each on the following topics:
"Management in Relation to Values and Goals"
"The Influence of Attitudes and Manner on Accomplishment"
"The Role of Habits in Management"
"Home-Management--Outside Influences"
"Energy Management"
"Organizing Possessions to Achieve Goals"
"Values and Goals"

12. Where Does The Money Go? and We Are What We Eat, both by Hazel T. Spitze and Patricia H. Rotz, 1969. Published by Steck-Vaughn Company, Austin, Texas. (Low reading level paperback workbooks designed for adults but quite usable for high school. Good source for role-plays. Helpful teacher's guide.)

13. HOUSEKEEPING DIRECTIONS--A Simplified Guide. Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022. 62 pages. (Explains in simple language the best ways to do housekeeping and cleaning jobs, including How to Deal with Household Pests, How to be Safe at Home, etc.)

SELECTED BIBLIOGRAPHY ON UNDERSTANDING THE DISADVANTAGED

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PART II - THE DIMENSIONS OF MANAGEMENT

VALUES AND GOALS

To Introduce Values:

Without announcing the topic, ask several students to describe someone whom they admire. Listen for the values implicit in their descriptions. Then explain that hhe students who spoke have told the class something important about themselves. What one admires in other people are qualities which one considers to be worthwhile, or of value. Have the class recall some of the qualities that were named, and list them on the chalk board. Ask class members to add to the list other values they believe are important. Does everyone agree to all the values named? Are there "right" and "wrong" values to hold? Should everyone value the same things? Why? How can you tell what values a person holds? Can others tell what things you value? Do you ever say or do something that reflects a different set of values from those you want to hold?

List five things you have purchased recently. Beside each item, make a note to indicate what values this purchase reflects. Did you know that you valued these things?

Another Approach:

Discuss the meaning of values. Let each student have time to think about his own values and try to identify some of the most important ones. List them. Ask each student to keep a written record of how his free time is spent for a designated number of days. At the end of that period, bring the record to class and match it with the former list of values. Do your activities reflect the values you have listed? If not which more truly reflects your values--the things you think you value of the way you spend your time? Discuss.

Assign or read aloud to the class a popular story or an excerpt from one. What are the values of the main character? Does he have any goals toward which he is working? What are they? Are his actions appropriate for reaching those goals?

Goals

List three of your short-term goals and three long-term goals. Choose a partner and tell each other about these goals. How do your goals reflect your values?

Why do people set goals? Would we live and act in the same way if we did not have goals? Do we ever have goals that we do not realize we have?

PROBLEM-SOLVING

Problem-solving skills are among the most vital learnings needed by young people, including the disadvantaged. The learning of any skill requires practice in applying the skill many times and in many different situations. Students should be encouraged to apply the steps in problem-solving individually, in small groups, and as a class as many times as possible throughout the semester. The steps, briefly, are:

1. Clearly define the problem and think it through.
2. Consider resources available to solve it.
3. Think through all the possible choices for solving the problem, and the probable consequences of each.
4. Choose the plan that seems best for you.

5. Try your plan for a reasonable period of time.
6. Evaluate your plan in terms of your original goals.

Most management textbooks contain thorough discussions of this process.

Problem Clinic

One period a week for a certain number of weeks may be used for a simulated Television Talk Show, "Your Problems, Please." During the week students may submit problems anonymously. On the day of the show, the teacher chooses one problem and a panel of "experts" to discuss it. One student (possibly the one who submitted the problem) goes before the panel and presents the problem. The panel must go through the steps of problem-solving (which have been presented and discussed in class before the first show) and attempt to make the wisest decision concerning the problem. If it is possible, have the student who submitted the problem actually try out the suggested solution and report the results to the panel the following week.

Repeat this activity as many times as it appears effective or helpful.

Planning Our Course

Allowing students to assist in planning their course of study for the semester can be beneficial in several respects. Perhaps the most important advantage for low-income students is the opportunity to participate in making decisions in which they can experience the feeling of power to control events. The principle of planning for future actions is one which needs emphasis to these students. Planning their own course is a meaningful way to demonstrate this principle in action.

Because the process of making group decisions is not an easy one, it may be advisable to let students plan only after having had some experience and study of the decision-making process. Insofar as they are told that they can make the decisions, it must be true. Do not give them a pretense of freedom and power. If there are certain requirements which must be considered in the planning, make them clear from the beginning.

Prior to meeting the class the teacher will need to have prepared several suggestions concerning possible topics which might be studied. Choices should not be limited to her suggestions, however. Students may offer ideas of topics that are very meaningful to them and which are just as appropriate to the course as what a teacher could plan. Be ready to give them help, but do not "take over." For a teacher who feels insecure about this experience, it may be best not to try it. Students will be quick to see when their plans and desires are not being given serious consideration, and more harm than good may result in this type of teacher-student relationship.

Power

Power is an important concept to young people to today. Help them explore their feelings about it. What is its full meaning? Help them clarify their own values and goals and be better prepared to take responsibility for their own actions.

Encourage students to illustrate and express "power" in different ways: in a picture collage, in pictures which they draw themselves, in short skits or role-playing situations. If a tape recorder is available, permit students to dictate their ideas concerning the things they would change--about the school, their neighborhood, the nation, the world, their own lives, etc. Those who wish may write stories or essays about power. After allowing time for all to express their ideas and feelings about power, introduce the idea that good management is

one way to achieve power (control over some aspects of their own life: money, time, energy, possessions, etc.)

SIMPLE LEARNING DEVICES

The following devices can be used to test students' knowledge or to add variety to daily study. They are simple to construct and can be used repeatedly.

Learning Circle

To aid students in learning and using the six steps in problem-solving the following device may be helpful. Each student will need two circles of heavy paper or light cardboard. A diameter of six and one-half inches is a convenient size. Cut out a wedge from one circle which is approximately one-sixth of the circle. Divide the remaining circle into six wedges of equal size with light pencil lines. In each wedge write one of the six steps of problem-solving. Continue around the circle until all six steps are written in order. Fasten the two circles together at their centers with a paper fastener, making sure that the circle with the wedge cut out is on top. The top circle can then be turned to reveal, one at a time, the six steps. Learning will be enhanced if each step is written in a different color ink.

Students should keep this device and refer to it often in using or reviewing the steps of problem-solving.

Vocabulary Push-ups

A simple device which each student can construct for his own use in learning new words is the Vocabulary Push-Up. This is a strip of paper approximately 2 inches by 8½ inches on which are written the vocabulary words, one below another. A separate piece of paper, approximately 4 1/8 inches by 8 inches is folded lengthwise down the center. A window ½ inch high and 1½ inches wide is cut near the top of one side of the folded paper. The open edge may be taped together, forming an enclosed tube. The strip on which the words are written can now be slipped inside the tube and adjusted so that one word at a time shows through the window.

PART III - RESOURCES

TIME AND ENERGY

Planning One's Time

Give each student two white paper plates (or circles of white paper). Divide the plates into twelve sections and number them to resemble a clock. Using magazine pictures, simple sketches, or words, fill in first all those hours in a typical school day when you have to do certain things, such as sleep, go to school, eat lunch, etc. Use one clock to represent the hours from noon to midnight and the other for the rest of the day. When the "already committed" hours are filled in, count the number of hours left which you may fill as you choose. How can you most enjoy these hours? Again using pictures or words, plan the use of these hours in the way that will bring you the greatest satisfaction. Perhaps you will want to help a younger child make a similar clock with pictures of the things he does in a day. You may want to keep your clocks and use them periodically to get a good look at the actual amount of time you have for which you can plan.

Role-Play: Effect of Emotions on Energy

Mrs. X: Oh, hello. I'm glad to see you. I'd ask you in for a cup of coffee, but my apartment is such a mess. I just haven't been able to get up the energy to straighten it up lately.

Mrs. Y: Don't worry about it. I know just how it is. I feel the same way sometimes.

Mrs. X: But I saw your apartment yesterday, and everything was neat as a pin. Not like this mess!

Mrs. Y: Oh, that's because I was feeling good and had just cleaned it. I guess I was happy because the day before yesterday was payday, and I didn't have to worry about money. Just wait till next week, though! I'll probably get depressed and let the place get in a mess again.

Mrs. X: I wonder why it works that way--that when we have money we keep the house neater? .....

(Class discussion to follow)

Food for Thought

Have you ever found that your homework takes the whole evening when you have nothing else to do, but when you're going to a movie you get your homework done in a short time? There's a saying, called Parkinson's Law, which says "A task expands to fill the time allowed for it." Can you think of other examples of this law in your own life? How can you use this law to get your unpleasant tasks done more quickly? Try timing yourself at a few tasks either at school or at home. Write down the amount of time they take. Now plan a time schedule for one class period, or for one evening. See if you can get the same tasks done in shorter time by making a time plan.

Survey of Community Recreational Facilities

As a culmination to a study of leisure time, help the class make a survey of places of interest and recreational facilities in the community which are appropriate to the needs of teen-agers. Compile a guide which lists these places with their location, hours when they are open, activities they offer, any cost involved, and a brief statement describing each. Mimeograph the guide and distribute it to the entire high school.

Use of Leisure Time

We all have time, but we spend it in different ways. We speak about time to work, play, eat, sleep, etc. Songs tell about the use

of time. Can you name any songs that use the word time in the title or show a certain way of using time?

Have you seen any television commercials or magazine ads which show ways to use time? Look for these in the next few days. Do these ads influence your use of time in any way?

Draw your own ad for using free time. Take a few minutes to walk around the room and look at each other's ads.

Prepare a bulletin board or poster for your room or for a hall display area showing various constructive uses of leisure time. You may want to use the ads you drew, magazine pictures, or make a collage using both words and pictures cut from magazines.

Television

Record the amount of time you spend watching television daily and weekly. Is this a leisure time activity? Why do you watch television more on some days than on other days? Compare your time chart with ones belonging to your classmates. Are they similar? If they are very different, why? Discuss. Does watching television relate to any of your goals? What values does it reflect?

Record the number of ads in one evening television session that show people in leisure situations. What ways were shown to use the free time? Do you use your free time in ways similar to the examples in the ads?

Where Does the Time Go?

Record what you do in one day. Determine how much time you spent at home, at school, on recreation, at a job, doing personal tasks.

Discuss with the class how each spent different amounts of time at the same task. What determines how much time we spend at a given activity? Did anyone in the class plan beforehand how he was going to spend that day? If so, did he stick to his plans? Why or why not?

List all the responsibilities you have for the week. At the end of the week evaluate yourself on how well you accomplished these responsibilities.

Have an informal debate using several class members who take opposite positions on the question: Should high school students plan the use of their time?

Job Exchange Bureau

Everyone has tasks which he especially dislikes and others which are more pleasant to perform. Have students make up "classified ads" for both a "Help Wanted" and a "Jobs Wanted" poster or bulletin board. "Jobs Wanted" ads should be for jobs each student enjoys doing. Ads for the "Help Wanted" column should be for those tasks each student dislikes. Display all the ads under the appropriate heading. Give students time to read them. Then discuss such questions as: Does everyone like and dislike the same tasks? Why? Why do some jobs make you feel tired? Does your mental outlook toward the job affect your body's feelings of fatigue? Is there any way you can try to change your feelings about a disliked job? Try timing an unpleasant job. Does it take a surprisingly short time? Does that knowledge make it any easier to start the task? Would it be more easily done at another time of day? Can it be eliminated or done less often without serious consequences? Would the rearrangement of storage space for equipment used in the task make it any easier? Would some new piece of small equipment make the job easier?

Flow Charts

Select a simple task, such as preparing a light breakfast. Divide class into groups. Ask one person from each group to prepare the breakfast while the others make simple flow charts which trace her movements about the kitchen. Have each observer make a simple sketch of the kitchen first and use the sketch to trace the worker's steps. The group should time the complete task and note at the end any suggestions for improvement of efficiency--better planning, rearrangement of major work areas, rearrangement of small equipment storage, etc.

Begin discussion by asking students to suggest times when it might be important to do that task more quickly or with less energy expended. (Efficiency is not always an important goal to teen-agers, who often have an excess of time and energy.) They might mention the situation of an elderly person, a working mother, a pregnant mother, etc. After establishing some reasons for efficiency, go on to discuss ways to achieve it. If interest is sufficient, let each group make needed changes and time the task again. Compare time and flow charts with these prepared the first time. Was any improvement made?

MANAGING TIME AND ENERGY
by
Susan Hill

Resources

1. "Your Health & Recreation Dollar." Money Management Institute.
2. "Apply Work-Efficiency Steps to Home Tasks." What's New In Home Economics, November, 1968.

Activities

1. Use brainstorming on deciding how to use leisure time.
2. Assign a committee to read "Putting Small-Appliances to Work." Forecast, December, 1968. p. 14-15.
3. Suggest the students read "In the Spring..." Forecast, April, 1969. p. 52. Then look around in their homes at the usable equipment for cleaning. List the jobs to be done in typical spring cleaning in each room of the house or apartment, discuss special treatment for bedding, walls, floors, carpeting, etc. Demonstrate efficient methods of cleaning; talk about how to conserve one's energy and time when cleaning.

MONEY MANAGEMENT

To Introduce Money Management

For one class period, institute a bartering system in the class, where students trade services with one another (best if used in a foods or clothing period when there are real services they can perform for each other). Then progress to "wampum" type of economy in which each student is supplied with a handful of beans or similar medium of exchange. Students "buy" each other's help with the beans. Stress in discussion the idea that money is a medium of exchange in which we exchange our labor for goods and services produced by others. Money is a convenient middle step in this process. The goal is to help students understand "money."

Resources

Purpose: to convey the idea that resources are sometimes interchangeable and that need for actual cash varies with the ability to produce some goods and services in the home. If this is a class in the city, ask someone who has lived on a farm to come to class and discuss the things which were produced on the farm for immediate consumption. Point out how this type of production affects the need for "cash." If this is a class in a rural area or small town have someone who has lived in a large city talk about differences in what could be produced and what must be purchased in the city. Discuss implications of these situations for choosing a job in the city and in a more rural area.

What Money Can Buy

Ask the class members to name "good" things in life, and devise two lists: (1) Those that money can buy and (2) Those that money cannot buy. This could be adapted for a role-playing activity.

What a Homemaker Is Worth

List the management and housekeeping duties performed by a homemaker and try to estimate the cost of hiring outside help to perform the same duties. When might it pay to hire a job done? Which jobs?

Money

Divide the class into "family groups" of varying sizes. Give each group a card on which is written an income amount and certain fixed expenses. Let each group role-play before the class a family discussion of how the "extra" money will be spent. (Or simply give each group an amount which is its "extra money.") Take notes and help the class to see the principles which come out in the discussions--such as, it is easier to reach a decision with only the wants of two persons to be considered than when there are six people, which can have conflicting goals, etc. Variation: "A Family Plan For Their Christmas Spending," or "Work Out Appropriate Allowances For Teenagers In The Family."

Money

To help students see the relationship between their decisions about money and their values and goals: Ask each student to write briefly (or draw) what he or shee would do with an unexpected gift of $10, $50, and $100. After they have done this, ask them to think for a few minutes how these decisions show some of their values and/or goals. Ask for volunteers to explain their purchases and values to the class. If some have difficulty, let them pair off with someone who is better able to see the relationships and discuss them together.

This experience may cover several weeks. It is a comprehensive learning activity about money, which is designed to be as realistic as possible. While it requires considerable time, it is possible to go on to the study of other areas while using the economic system, once it has been prepared and put into operations.

The class will need a good supply of imitation money which cannot be duplicated at the dime store. Consider using teacher-designed bills and coins of various denominations which are mimeographed on various colors of paper. The stencil should be kept until the end of the unit, but keep it where it is inaccessible to students.

Announce that the class is to set up their own economic system, using their own kind of money, and that they will operate their own institutions for saving, lending, and using money. One group of students will be responsible for setting up and operating a bank. They

must, of course, first find out what a bank does and how it functions. They may want to mimeograph some deposit slips, blank checks, and other necessary forms. There should also be a savings and loan institutions, and a small loan company. Each institution must set its interest rates, its requirements for qualifying for a loan, etc. These should be as realistic as possible. Preparation williinclude a visit to a real institution of the same kind or a visit to class by a representative of the institution.

Each student is given the same amount of money at the beginning of each week. This is his "salary", and he must "live" on it. The seats in the room are rented for use by students. There are two or three different rental rates, depending upon location. Students must "pay" to use the pencil sharpener, to use the sewing machine or the unit-kitchen (or whatever is relevant to the class); they must pay a certain amount in "taxes", rent their books, etc. They may also buy certain privileges--from the various "stores" which are operated for this purpose. Privileges should be real so that there is real incentive to desire them--permission to bring candy to class and eat it there for one day, permission to skip one class period (limit of one per customer!), exemption from a quiz, etc. To facilitate learning, it is important that students realize that this experience is "for real." That is, if a student overspends on privileges and cannot pay his seat rental for a day or two, make him stand! Under no circumstances should a student be allowed to use a seat for which he has not paid. The amount of of money paid in salaries should be figured carefully to allow for the student's real needs (seat, cooking equipment, sewing machine, etc.) and to permit a modest amount for luxuries and some for saving (which yields interest at the end of the week, of course). For this activity, salaries should be the same for everyone, although this point is not true to life. The class should plan as much of the project as possible, setting prices, interest rates, selecting privileges to be sold, etc.

After each student or group learns about the institution, store, or business which he will be operating, he should explain its function to the class--give them a commercial for his business, try to attract people to it, explaining its operation to classmates. The bank people could teach the class the proper use of deposit slips and checks; the savings and loan people could teach about interest and borrowing; etc.

The more each student becomes involved, the greater the learning. The teacher should plan the project carefully and make any decisions that she feels should be hers to make in the context of her particular class, and to foresee any difficulties which might arise. It is important that all students be included. This is an activity which offers numerous possibilities for encourageing the shy student.

Buying Toys For Children

Objective I: to help students develop a set of guidelines for selecting toys.

Activity: Have a number of toys in the room when students come in. Students are to spend the first part of the class session "playing" with the toys--examining them, trying them out, deciding how they feel about each one. They should be instructed to attempt to think about the toys from a child's point of view. When students have had sufficient time to become familiar with the toys, call the class to order and ask for students' reactions to various toys. The following questions should be used to guide their discussion:

What did you like best? Why?

Assume you are _____ years old. Does this toy interest you?

How many different things can you do with this toy?

Can you learn anything from using that toy?
Would it help any of your muscles develop?
Is the toy made well to last a long time?
Can it be used both indoors and out? Summer and Winter?
Do you use it, or just watch it?

Objective II: to learn to select an appropriate toy for a specific child.

Activity: Ask students to select an actual child whom they know. They are to find out as much as possible about what the child is like at his present age. What are the important parts of his physical and emotional development which are taking place right now? The student should watch the child play, or play with him--letting the child choose the games--for at least thirty minutes. The student should also read about children of this particular age in a book which the teacher recommends.

In class, discuss what kinds of toys could help each child at his present state of development. Make a short list of appropriate toys for this child. Go to a store or use a Christmas toy catalog and price these toys. Students should try then to think of a satisfactory substitute or inexpensive way to make a similar toy.

Discuss what things in the home are appropriate "toys" for a child of this age.

Actually construct one toy appropriate to your selected child, spending as little as possible. Bring your toys to class before giving them to the child. Perhaps they can be displayed.

Mimeograph a list of criteria for choosing toys and distribute it to interested members of the school and community.

Credit: Ask class to whom they would lend $3.00. What sort of person? Define and explain the 3 c's of credit: character, capacity, and collateral. Ask a banker or person from a credit bureau to tell class about "credit rating" and its use, how to build and maintain a good credit rating, etc.

Group Activities in Money Management

To help students become more aware of the actual costs involved, it may be helpful to ask them to work in groups to discover for themselves the amount of money needed for various aspects of adult living. In each of the following experiences, the class is divided into several groups. Each group makes the necessary visits to stores or other pertinent places to secure actual figures relating to their group's assignment.

1. The cost of having a baby and caring for it through the first year: Groups may investigate the different categories of expense, such as a) prenatal care, hospital and delivery costs, medical care of mother and child; b) maternity clothing for the mother, layette for baby, changing sizes of clothing for the growing infant; c) food needed by pregnant mother, nursing mother, infant; d) special equipment and furniture needed for an infant. When all groups have gathered the necessary information, let them present their findings to the class. The entire class can then add up the costs to discover the total cost involved.

2. The cost for a newly married couple of living for one year: Groups gather costs of a) renting an apartment suitable for a couple, b) buying adequate food for two people, c) paying utility bills,

and buying such incidentals as newspapers and magazines, d) paying the taxes which would be required in your area, e) buying the insurance of all types which would be necessary.

3. The cost of borrowing five hundred dollars: Groups investigate costs at a) a bank, b) a savings and loan company, c) a small loan company, d) a credit union, e) others. Each groups should find the total interest paid, conditions of repayment, type of information required of loan applicants, loan eligibility requirements.

4. The cost of buying an automobile and operating it for one year: Groups price a) a new car, b) a used car, c) automobile insurance, d) license fees, e) operating expenses such as gasoline, oil, regular maintenance.

5. The cost of buying a house suitable for a newly married couple: Groups investigate the costs of a) real estate fees for selling a house, b) lawyer's fees, recording fees, termite inspection, c) service charge on a newly secured loan, d) interest on a mortgage loan, e) price of a suitable house.

Invite a speaker, such as a representative from the state employment agency, to come to class. Prime him ahead of time with specific points he should cover, and remind him to speak in simple terms and to invite students' questions. Suggested points to have hime cover:

1. Discuss how schools, industry, government, and individuals help train people for employment and create job opportunities. Give specific examples of programs within the immediate community and in other communities.
2. State how federal and state laws affect employment. Give examples.
3. Show how unions and professional organizations contribute to to the welfare of the individual workers.
4. Explain some reasons for unemployment of our society. What is meant by the term "unemployable?"
5. Discuss the effects of minimum wages on employment and unemployment.

BUDGETING AND MONEY
by
Susan Hill

Resources

1. "Family Budget Plan." National Consumer Finance Association.
2. "Buying on Time." Illinois State Bar Association.
3. "Money: Master or Servant?" Federal Reserve Bank of New York.
4. "Your World and Money." Filmstrip. Money Management Institute.
5. "Your Money and You." Filmstrip. Money Management Institute.
6. "Managing Your Money." University of Illinois.
7. "Children's Spending." Money Management Institute.
8. "The Bride-to-be Needs Money Know-How." What's New in Home Economics, February, 1967. p. 81.
9. "The Cost of Living." McCall's, July, 1970. p. 36.

Activities

1. Use incomplete sentences and let the students finish them, such as "A budget should....."
2. Have the class discuss the following statement in relation to money management.
3. Have a school administrator come into the class and explain how the school is run on a budget.
4. Have a church person on a finance committee explain how the church is run on a budget.
5. Have a person in charge of the school lunch program explain how the lunch program operates.
6. Have a student's employer explain how his business is run on a budget.
7. Have a homemaker who budget to explain her family budget.

MONEY, CREDIT, ANB THE GOVERNMENT
by
Susan Hill

Resources

1. "Installment Buying." Co-ed, February, 1969. p. 65.
2. "Family Budget." Baltimore Urban League.
3. "Your Budget." Money Management Institute.
4. "For Young Moderns." Money Management Institute.
5. "Consumer Beware: Installment Buying." American Federation of Labor and Congress of Industrial Organizations.
6. "The Story of Consumer Credit in Illinois." Illinois Consumer Finance Association.
7. "What You Need to Know About Truth-in-Lending." Forecast, September, 1969. pp. 96-97.
8. "The New Truth-in-Lending Law." Co-ed, September, 1969. p. 87.
9. "When More Money Means Less Value." Senior Scholastic, January 26, 1970.

Activities

1. Ask students to study the various New Truth-in-Lending Law Articles. Then discuss choices people have when they go to borrow money. What does the Consumer Protection Act do?
2. Obtain copies of installment sales contracts for examination by the students.
3. Have students examine loan applications from a bank, a personal finance company, a credit union, and as insurance company.
4. Discuss with the class how forms of credit differ and in what ways they are the same.
5. Have a credit official explain to the students the differences among the various forms of interest computation.
6. Have a representative of several of the lending agencies in the community serve as a resource panel when discussing credit.
7. Ask students to visit different retail establishments; for example, a credit,jeweler, a department store, an automobile dealer, a motorcycle dealer, a furniture store, a mail-order outlet. Obtain all facts on the purchase of an item on an installment plan. Report on these to the class.
8. Provide for a role-playing lesson in which the members of a family are over-extended credit-wise. Show how they plan to work themselves out of this financial problem.
9. Show movie"Personal Financial Planning and Wise Use of Credit" - National Consumer Finance Association. Discuss the film.

BANKING AND SAVINGS
by
Susan Hill

Resources

1. "Savings Accounts." Co-ed, November, 1969. p. 43.
2. "Your Savings and Investment Dollar." Money Management Institute.
3. "You Can Bank on it." Co-ed, October, 1968. p. 73.
4. "The Story of Checks." Federal Reserve Bank of New York.
5. "Your Illinois Banks." Illinois Bankers Association.

Activities

1. Obtain samples of checks and notes from local bank.
2. Prepare "sample" checkbooks on a duplicating machine and let each student practice keeping a checking account.
3. Obtain actual checks and banking statements from the bank and let the students practice writing checks.
4. Duplicate a copy of a bank statement for each student. Explain what each type of entry and symbol means.
5. Have students question parents or friends who have over drawn checking accounts. What happened? Was there a bank charge?
6. Use a flannel board to introduce to the students the parts of a check and how to correctly write a check.
7. Let students use the flannel board to review the different parts of a check and how to correctly write a check.
8. Show movie "A Penny Saved" - Cuna Int. Inc.

QUACKERY AND FRAUDS
by
Susan Hill

Resources

1. Porter, Sylvia. "Comparison: Saver's Defense in Gift-Gimmick War." Peoria Journal Star, July 9, 1970.
2. Porter, Sylvia. "Stamps." Peoria Journal Star, July 19, 1970.
3. "Facts on Quacks." American Medical Association.
4. "Discounts?" Better Business Bureau.
5. "Tips for Homeowners about Aluminum Siding." Better Business Bureau.
6. "Franchise Frauds." Parade, June 15, 1968. p. 10.
7. "The Merchants of Menace." American Medical Association.
8. "Mechanical Quackery." American Medical Association.
9. "Health Quackery." American Medical Association.
10. "Genuine or Counterfeit?" Federal Reserve Bank of New York.
11. "Confessions of an Automobile Mechanic." Parade, Nov. 13, 1966.
12. "It's a Racket!" Senior Scholastic, January 26, 1970. p. 11.
13. "The Golden Age of Quackery." Parade, Nov. 13, 1966.
14. Porter, Sylvia. "New York Cracks Down on Home Improvement Men." Peoria Journal Star, July 15, 1970.
15. "Avoid the Auto Repair Gyps." Woman's Day, July, 1970.
16. The Medicine Show. Consumer Report Editors. Consumer's Union, Post Office Box 1111, Mt. Vernon, New York 10550. 1970. $2.00

Activities

1. Ask a local doctor to discuss quackery.
2. Make a collection of advertisements of products of questionable value.
3. Let the class find articles on frauds or quackery and discuss them in class.
4. Have students do role-playing in different types of fraudulant situations, such as the door to door furnace salesman, magazine salesman, etc.
5. Have the students establish a panel and report on different types of frauds.
6. With The Medicine Show as a reference, let the students discuss the different types of fraud in medicine.

INSURANCE AND SOCIAL SECURITY

by

Susan Hill

Resources

1. "Do you know?" Insurance Information Institute.
2. "Your Automobile Dollar." Money Management Institute.
3. "Handbook of Life Insurance." Institute of Life Insurance.
4. "Policies for Protection." Institute of Life Insurance.
5. "A Family Guide to Property & Liability Insurance." Insurance Information Institute.
6. "ABC's Health Insurance." Health Insurance Institute.
7. "Insurance for the Home." Insurance Information Institute.
8. "Homeowners Policy." Poster. Insurance Information Institute.
9. "Your Social Security." U. S. Department of Health, Education and Welfare, Social Security Administration.
10. "A Date with Your Future." Educational Division, Institute of Life Insurance.

Activities

1. Show film: "Life Insurance-What it Means and How it works." Available from Modern Talking Picture Service.
2. If members of the class have insurance, ask them to bring copies of the policies to class. Note the contractual provisions of each policy. What does the company promise to do in return for premium payments.
3. Obtain sample copies of life insurance application forms to familiarize students with the information required.
4. Discuss how to make a claim. To whom should it go? What should be requested? When should the claim be made? What steps may be taken if the claim is not honored?
5. Assign "Property Insurance." Forecast, April, 1969. p. 63. as a topic. Appoint two students to interview a property insurance agent about the essential protection and various insurance plans.

PART IV - MANAGEMENT FOR EFFECTIVE LIVING

FOOD MANAGEMENT
Contributed by Doris W. Larke

CONCEPT I: Management in relation to attitudes toward food

GENERALIZATION: Improvement of the attitudes of the student toward food consumption enhances the creation of a desire to feed her family better.

CLASSROOM EXPERIENCES:

1. Poll the class for their favorite foods. After evaluation the teacher can include these foods in basic meal plans.

2. Assign special reports on nutritional requirements of various age groups. Also include special diets.

3. Have the school nurse or a doctor talk to the group about nutritional necessities of infants.

4. Develop wide food experiences in all units of food preparation.
   Example: Vegetables
   Divide the class into four or six groups. Give each group a vegetable to prepare that is uncommon to the group. (You will know this from the poll.) The assignment is to find a recipe in the laboratory's resources center that they think would taste good. Then they prepare, taste and serve the vegetable to the other students. All taste and evaluate each vegetable.

5. When presenting the nutrition unit provide foodstuffs for the student to eat that illustrate the particular nutrient you are discussing.

6. Have class members keep a three day record of all food eaten. Give these records (unidentified) to students in another class. Ask the students to try to determine whether meals were eaten at home or in snack bars. Was the person trying to lose weight, or to maintain normal weight? How could the meals have been improved? (3)

7. Make a list of the food you really like, your personal favorites. Classify them in the Basic Four Groups. Using your list, prepare a menu for breakfast, lunch, and dinner (for yourself) considering nutritional needs from the Basic Four. (3)

RESOURCES:

1. Gray, John S., School of Medicine, Northwestern University (colaborator). The Human Body: Nutrition and Metabolism. Coronet Films. This film discusses the five chemical substances that make up all our natural foods - carbohydrates, fats, proteins, vitamins, and minerals -- and explains how they supply our bodies with energy. (16mm. 1¼ reels. 13½ minutes. Sound. Color.)

2. New York University and University of Kentucky. And So They Live, Indiana University Audio-Visual Center. This film shows the poverty of families in our southern mountains, the poor land, and the lack of proper diet. (16 mm. 26 minutes. Sound. B&W. Fee)

3. Youmans, John B., Vanderbilt University(collaborator). Understanding Vitamins, Encyclopedia Britannica Films, Inc. This film explains what vitamins are and why they are necessary for good health (Film #575, 14 minutes. Color. Rental Fee)

4. Barborka, Clifford J., Associate Professor of Medicine, Northwestern University. Food Builds Good Health. Coronet Films, This film shows the relationship between right foods and strong healthy bodies. (1 reel, 11 minutes. Sound. B&W or Color.)

5. Inez Soul Food recipe cards. Set of 50 cards includes traditional soul food recipes for such things as fried grits and goober brittle, crackling bread, greens with corn dodger, hoppin john, and others. Inquiries regarding the recipe cards can be directed to Inez Kaiser & Associates, City National Bank Building, Suite 1108-928 Grand Avenue, Kansas City, Mo. 64106

6. Nutrition Sense and Nonsense, New York State College of Home Economics, Cornell University. Order through County Extension Service. $2.00 fee. Presents guides to consumers for protection against exaggerated claims about foods and nutrition. The film makes a strong plea for the importance of good attitudes and habits about food and eating, and indicates reliable sources of nutrition information.

CONCEPT II: Management in relation to expenditure of money

GENERALIZATION: Forty-five per cent of the annual income of $5,500 goes for food; with "money management know-how," food expenditures can be cut fifteen to twenty per cent.

CLASSROOM EXPERIENCES:

1. Prepare a market order and plan a field trip to the nearest grocery store. Do comparative shopping with the students at the store. Let them figure cost vs quantity.

2. Give the students a grocery list for a three to seven day supply of food for a family of four (or whatever the average family size of the class.) Give each two girls the food section from the weekly newspaper. See which group can purchase the groceries for the least amount of money. They should keep track of the stores where purchases are made. How many stores did they use? Would it be worth their time and energy to shop at more than one store?

3. Using the weekly food section of the local newspaper, have the students select a cut of meat that is on "special". How many meals can they get from the single cut of meat? How much will it cost them to feed a family of 4? Plan three menus around the weekly "special".

4. Plan a party for your friends. Make a grocery list. From trips to the store or from the newspaper estimate the price of a party. Evaluate and see if you can stretch the dollar by substituting less expensive foods for the main dishes or desserts.

5. Prepare a list of "TIPS" for the wise grocery shopper. Write a "Shopping Creed for Young Consumers." (4)

6. Have the students present a skit showing good procedures when shopping for food, as well as undesirable procedures.

7. Price one plentiful vegetable and one plentiful fruit. Compare the prices of the two when buying them fresh, frozen and canned.

8. Compare prices of cereals per serving from the ready-to-eat as compared to the ready-to-cook. Have students bring empty cereal boxes from home, purchase or use the newspaper or magazine pictures.

9. Give the student an allotment of money (on paper) that is equivalent to 40-45% of the monthly welfare allotment for a family of four. Have them prepare menus for one week, keeping in mind the number in the family, the ages of the family members, the basic four food groupsand supplies they might have on hand such as staples. They can then compute the cost of the food and multiply by four, thus giving them the amount it will cost to eat for one month. See how this figure compares with the amount they were told they could spend. Evaluate. Where could they cut back? In what ways could they stretch their dollar further?

10. As a class activity, plan, prepare, and serve a family meal using a packaged frozen meat purchased at the frozen-food department. Consider the amount of mear in the package in relation to its cost, the flavor, and the time required for preparation in the home. (5)

GENERALIZATION: Poor storage habits in food handling cause waste and increase food expenditures.

1. Have students bring reusable containers from food purchases that would make adequate storage receptacles. Point out that proper storage cuts down on loss of nutrients and spoilage due to loss of water. Also that special purchases of foil and plastic wrap need not be made.

2. Make a list or collect several storage containers. Discuss or have students make a list of suggested uses for each item. Containers might include: cottage cheese containers, milk cartons, sturdy cereal boxes, T.V. dinner trays, meat packing trays, tub margarine containers, plastic bags, bread wrappers, peanut butter jars, tin cans with plastic lids, etc.

RESOURCES:

1. Local newspaper. A quantity can generally be obtained from the library if requested in advance.

2. Money Management Institute, Focus on Food Dollars. Household Finance Corporation. Filmstrip illustrates planning, buying and preparation techniques for economical nutritious meals.

3. Justin, Margaret M., Dean of School of Home Economics, Kansas State University (collaborator). Menu Planning. Coronet Films. This film shows how to evaluate family menus. (1 reel, 11 minutes. Sound. B&W. Fee)

CONCEPT III: Management in relation to time and energy used in food preparation

GENERALIZATION: The use of time and energy needs to be kept to a minimum in foods preparation so that there is time to enjoy other things in life.

CLASSROOM EXPERIENCES:

1. Give each group a recipe to prepare (cake, casserole, cereal, etc.) See who can use the least number of utensils. Less dishwashing - time saved.

2. Make a flow-chart. One student performs the task while the other draws the movements. Evaluate and re-do the task to see if less movements are used the second time. Task should be simple such as sifting and measuring a cup of flour. Measuring a cup of water. Preparing a cake mix. Suggest they start with getting out the equipment.

3. Give students a set of menus for one day. Time suddenly becomes limited. Have them adjust the menus to take less time. With convenience foods and/or without convenience foods.

4. Describe some short cuts in meal preparation. Give some examples when these shortcuts would be most advantageous to you.

5. In your home kitchen (or the foods laboratory), compare the number of motions you use to wash dishes from left to right with those you use in washing from right to left. What factors influence the number of motions you use? What arrangement of your dishwashing center would reduce them to the minimum? (6)

6. Practice sitting down to do such tasks as paring potatoes, washing dishes, ironing, etc. (1) is your stool or chair the right height for the work surface you are using? (2) have you a back support? (3) a foot rest? (4) knee room? How can you correct the heights of stools and work surfaces in your home?

7. Make a study of the arrangement of the equipment in the school kitchen. Suggest any arrangement that would seem to save time and energy. Apply what you have learned to your home kitchen.

8. Time yourself to see how long it takes you to wash the evening dishes thoroughly. What could you do ahead of time to make the task of dishwashing go faster?

9. Suggest Home Projects: (These should not be required.)
   A. Keeping household accounts for a given period of time.
   B. Planning and carrying out schedule of household tasks.
   C. Assuming care of various rooms of the house-kitchen in particular.
   D. Do your own laundry.
   E. Do the family laundry.
   F. Plan and prepare the evening meals for a week.
   G. Evaluate the convenience of your home kitchen and rearrange if necessary and/or possible.

10. Plan a kitchen scavenger hunt to become familiar with the "new" small equipment found in the kitchen of the homemaking department. Put unfamiliar utensils on counter to find out their uses after the hunt.

11. In the homemaking unit kitchen select five utensils that can be used for several purposes in food preparation. Discuss these multi-purpose uses.

12. Invite to class a representative from the local gas or electric company to demonstrate the use and care of the range and/or small equipment.

13. Develop a working guide for a quick, easy and sanitary method of doing the dishes.

14. Plan the refreshments for a tea which you might like to give to entertain the girls of the eighth grade in order to interest them in electing home economics when they come to high school. What preparations need to be made in advance?

15. Use the new "learning package" idea. Each student is given a folder which contains a problem and enough information to solve the problem. They work at their own speed within a given period of time. Some may solve only one problem and some may solve three or four in the same period of time. Particularly useful in meal planning and preparation.

RESOURCES:

1. For information concerning Home Economics Learning Packages you may write to: Dr. Twyla Shear or Dr. Elizabeth Ray
   212 Education Building
   The Pennsylvania State University
   University Park, Pennsylvania 16802

2. Motion and Time Study. University of Southern California (9 minutes. B&W.)

3. Cooking: Planning and Organization, McGraw-Hill Tex-Films. This film discusses the importance of planning and organizing work and equipment in the kitchen and demonstrates time-saving methods. It features the use of a time chart in planning and preparing a meal. (16 mm. 10 minutes. Sound. B&W. Fee)

4. A Good Kitchen for Your Home -47 frame color slide set and script. Purchased from Division of Photography, Office of Information, USDA, Washington, D.C. 20250, $5.50 each. Shows the ways to plan a new kitchen or remodel an old one for attractiveness and effieiency. Kitchens shown vary in cost, size, shape, and purpose and the work areas are arranged according to recommendations based on research.

BIBLIOGRAPHY

1. Beach, Mark, "Home Economics and the Culturally Deprived", Journal of Home Economics, Vol. 58, No. 10, December 1966, p.781.

2. Meyers, Trienah, "The Extra Cost of Being Poor", Journal of Home Economics, Vol. 62, No. 6, June 1970.

3. McDermott, Trilling, Nicholas, Food for Modern Living, J.B. Lippincott & Co., New York, 1967.

4. Harris, Florence LaGanke & Huston, Hazel H., The New Home Economics Omnibus, D.C.Heath & Co., Boston, 1945

5. Harris, Florence LaGanke & Withers, Rex Todd, Your Foods Book, D.C. Heath & Co., Boston, 1966.

6. Cushman, Ella M., Management in Homes, The MacMillan Co., Boston, 1966.

FOOD

Ask a local grocer to come to class and explain the principles of merchandising involved in displaying grocery items in a supermarket.

Tour a supermarket. Note and record which packages are most attractive to you or "catch your eye." After this is done, walk through the store again and study those packages carefully. Why are they attractive? How do they differ from other brands of the same product? Compare prices of more or less attractive packages. What rules would you follow in designing a package for your food or cleaning product if you were a manufacturer?

Discuss how you decide what you eat and what other family members eat. Bring in the influences of cultural background, religion, cost, equipment, activities, health needs, likes and dislikes, and nutrition.

Game or Informal Fun Activity: I An What I Eat!
Draw general outline of female (or male) figure on paper. Cut out food pictures which that person eats and paste them inside the outline, collage-fashion, to make a bulletin board display.

Have the class figure out together the cost per 8 oz. serving of several common beverages that could be used for snacks: soft drinks, frozen orange juice, milk, canned juices, fruit-flavored powders such as Kool-Aid, etc. What nutritional value does each of the drinks contain? Considering both price and nutrition, which ones are the best buys?

Select a basic menu, such as: veal patties, au gratin potatoes, green beans, mixed fruit salad, and lemon pie; compare prices of the food in convenience form with those in natural form.

Read The Label

In this activity the class will be required to study the information given of the labels of various kinds of canned food. To add interest and enable students to move about the classroom, a scavenger hunt is suggested. Preparation for the experience includes collecting a number

of labels from different canned foods. If possible, secure labels from several sizes and brands of food. Use empty boxes from those foods which are packaged in boxes. Ask students to contribute labels and boxes for the class activity. Take note of the particular types of food packages and labels which students bring to class. These are an indication of the food which is purchased by the student's family. This knowledge may aid the teacher in more completely understanding the background of students whole living styles are different from her own.

When an adequate supply of boxes and labels is collected, arrange them in various places around the room in the manner in which they would be displayed in a supermarket--all brands and types of one food together. Give each team of students a "shopping list" similar to the sample given below. As each team finds a required item, they must list it by brand, can size, or other identifying characteristics. Each label could be numbered, if desired, for ease of identification. Students could list the numbers as they locate the needed item. The first team to complete its shopping correctly wins.

Sample Shopping List:

A can of milk which contains at least 1½ cups.
A package of potatoes which can be prepared in a total of 20 minutes or less.
A package of rice which gives the most cups of cooked rice for each dime spent.
A can of sliced peaches which costs the least per ounce.

FOOD
by
Susan Hill

Resources

1. "How to Eat Better on Less Money." Woman's Day, July, 1970.
2. "Bread Basically Speaking." Co-ed, November, 1968, p. 64.
3. "Your Food Dollar," Money Management Institute.
4. "The Label Tells the Story." Grocery Manufacturers of America, Inc.
5. "Spending Your Food Dollar." Filmstrip from Money Management Institute.
6. "Good Dollar Stretches." Co-ed, September, 1967.
7. "How the Descriptive Label Helps the Canned Foods Shopper." Consumer Service Division, National Canners Association.
8. "Everyday Facts about Food Additives." Manufacturing Chemists Association, Inc.

Activities

1. Have pupils compare cost per unit of measure for various forms of food: frozen, fresh, canned or dehydrated.
2. Study food advertisements in newspapers. Display copies of current newspaper grocery store advertisements. Note that stores feature "special" or "loss leaders." Have committee decide where to shop for a comparable list of items.
3. Have a class committee set up a display of common can sizes and equivalents, or plan a bulletin board on costs of convenience foods.
4. Pick specific specials at different stores. The following week visit the stores and determine if the new price is any different than the special price the week before.
5. Use home economics refrigerator and demonstrate where certain types of foods are supposed to be placed.

MANAGING THE CLOTHING DOLLAR

To help students learn to coordinate a wardrobe: Begin with a few questions such as "Do you really know what is in your wardrobe?" "If I gave you money right now for the piece of clothing you most need, would you know what to buy?" "How much time do you spend on a school morning deciding what goes with what?" Then explain that there are few tricks which a person can learn to make all this easier, and to look more attractive, too. It doesn't always mean buying or making anything new. Ask what it means when a store "takes inventory" at the end of the year. A wardrobe inventory is much the same thing--listing everything you have to help you get a better picture of what is needed to "fill in the gaps." Let students suggest a form (put it on the board) for taking inventory of a wardrobe. What should the form tell you? Should it include just single garments, or should it record whole outfits together? If a basic skirt can be worn with two or three different blouses, should the skirt be listed several times--once with each blouse--or only once? Let class work out their own preferred form. You may have a poster or flannel board display of a small sample wardrobe cut from a catalog; with these they may practice using their inventory forms until they find the form they each find most usable.

Then suggest that those who wish may make an inventory of their own wardrobes at home. Do not require this. Emphasize that the process is for their own use. When inventories are brought in, teacher may ask for a volunteer to share her inventory with the class. (Avoid choosing the girl with thirty expensive sweaters on her list. She's an unrealistic example and will make the others feel that their own wardrobes are hopelessly inadequate, whereas the others may very well have better planned wardrobes than she.) If the teacher prefers, she may draw up a hypothetical wardrobe inventory. Using this example, talk about what this person needs and should plan to acquire next. How can she expand her number of outfits by trying new combinations of separates, or by acquiring a small scarf in the right color or another accessory? If students wish, after they have analyzed their own inventories, they may work in pairs or small groups to help each other see new possibilities for combinations of garments. Emphasize the following points: 1) that a well-planned wardrobe isn't necessarily extensive; indeed it may be smaller than most, 2) that imagination can sometimes be more important than money in dressing attractively, and 3) that students are to work together in a spirit of helpfulness--not of criticism--when analyzing wardrobe problems.

Clothing

To learn more about the effect of color on one's appearance: Secure a package of construction paper (18" x 24") containing several sheets of each color. Have the students divide into groups of about three and give each group a set of the colored papers. In each group, let one girl at a time hold each sheet of paper below her face in front of a mirror to note the effects of different colors upon her complexion, etc. Each student should have a chance to draw some conclusions about her "best" colors, etc. Note the lighting in the room. Fluourescent lights make colors very different from natural lighting. Use natural or incandescent lighting, if possible. (Color capes made from inexpensive cotton material can be used in the same way.

Men's Clothing

As most wives do much of the purchasing of clothing for the entire family, it may be helpful to study about men's clothing. Have a speaker

from a men's store or the men's department of a department store come to the class and talk about measuring men for different garments, workmanship of men's garments, and latest fashion trends for men. Be careful not to get someone who assumes that all men should dress in the height of current fashion, have extensive and very expensive wardrobes, etc. It is important not to let this session turn into a commercial for one store, not a propaganda piece which builds unrealistic expectations and desires in the students' minds. Let students plan an entire wardrobe for an imaginary or real husband, using knowledge gained from the speaker's presentation.

Children's Clothing

If an opaque projector is available, project pictures of different types of children's clothing. Let class suggest things they think should be considered in selecting clothing for children of different ages--infant, toddler, 4 yr. old, child in early grades, etc. Have someone record these criteria; these may later be mimeographed and made available to PTA members or taken home for parents and/or neighbors to use as a buying guide.

Bring swatches of different fabrics to school and let class decide which ones would or would not be suitable for children's clothing.

Bring actual children's garments to class to illustrate such features as: 1) clothes that allow for growth, 2) where the wear occurred first in a pair of jeans, 3) a garment that was found uncomfortable to an actual child, 4) clothing that permits small children to use the bathroom by themselves, etc. Have students bring in the sample garments, if possible.

Invite a mother of preschool children to class and ask her to discuss how long her children of different ages usually wear their clothing before it is outgrown or worn out. How does this affect how much one should be willing to pay for a garment? What kind of garments should be purchased in a better quality and which in a less expensive quality?

Divide and Conquer

Ask for examples of clothing storage problems which students' have seen or experienced. Suggest a few (such as wrinkled clothing due to cramped closets, difficulty in finding small items in a crowded drawer, etc.) to get them started. List these on board as they are offered. Suggest that there are a few "tricks" that can help these problems greatly. They are based on the principle "Divide and Conquer!" Show a few pictures from a magazine or catalog showing a drawer organized with dividers and perhaps a closet well divided for various items. Ask class to bring several empty, clean, sturdy boxes to class the next day. When they do this, demonstrate (with a set of boxes prepared previously) how a series of empty boxes can help to divide the drawer and conquer the mess. Let each girl decide which of her boxes would be useful for storing which item in her own drawer at home. Cut boxes as necessary, perhaps line them with plain colored shelf paper from a large roll, and ask each girl to try to organize one drawer at home. Ask for brief follow-up reports from the girls later.

Let students find pictures and examples in stores of the many storage aids which are available. What would be the cost of outfitting a closet with matching garment bags, storage boxes? Are these really necessary? How could one cut this cost?

Fads

Select a current clothing fad. Determine the cost if you were to purchase this article for yourself. Determine the cost of making it.

Compare and discuss. How long will you want to continue wearing this item? Therefore, how much money do you want to invest in it? Can it be remade in some way that will prolong its use after the fad passes?

Dress For What You Do!

List the activities in which you have engaged during the past two or three weeks. Now separate the activities on you list into different categories according to the kind of clothing they require. Using a catalog, plan a minimum basic wardrobe which includes appropriate clothing for each kind of activity. Center your wardrobe around two or three compatible colors. Figure the cost of this basic wardrobe.

White Elephants

Have a "White Elephant Day" in class. Have everyone bring one or more purchases of clothing (or other items) which were unsatisfactory choices. Let each student tell the class why the item was a poor choice and show the item to the class. Encourage students to share their experiences in a spirit of good humor--no guilt feelings today! How could the choices have been improved? What was the total approximate cost of the poor choices made by the entire class? Teacher can participate in this activity too.

Laundry

Ask how many students have ever done the family wash. Of those who have, ask for suggestions for sorting the clothes before washing. Emphasize reasons for the principles of sorting. Display garments or pieces of fabric which have varying types of stains. Let pairs of students use different stain-removal methods and decide what works best on which stain. How can stain removal affect one's total wardrobe and save money?

Let class work in small groups to design and make posters on proper laundry prodedures. Use posters on bulletin board or in a hall display case.

Sewing Vs Buying

Determine exactly how much it would cost to make an expensive garment such as a cost; include costs for such things as material, lining, pattern, notions, and the small equipment needed. How does this compare to the price of a ready-made coat of similar style and quality?

Family Clothing Costs

Figure the amount needed for clothing for one year for your own family. Assume that you will replace outgrown items for each child; buy one pair of new school shoes for each child; replace a worn-out coat for one parent; provide 2 new dresses for the mother; replace 2 work shirts and one pair of trousers for the father. (The teacher may, of course, alter these specific requirements to more nearly match the actual situations of the students.)

Recognizing Quality in Clothing

Ask students to bring various articles of clothing to class for a study of workmanship on ready-made garments. Have students volunteer a day or two ahead of time to bring a specific type of garment. Ask them to bring some which they feel are well made and some which are poorly made. Let class examine garments for size of stitching on seams, backtacking on darts, firmness of buttonholes, neatness of hems, etc.

Making Clothes More Wearable

If these is sufficient motivation and need, clothing students may profit from giving a "before and after" style show. Ask them to bring in garments which have been given to them or have been purchased, but which do not fit or do not look "right" for some other reason. If possible, in the beginning photograph each girl wearing the garment. Help girls alter the garments to make them attractive and well fitting. Let them model the finished garments for their mothers or for another class. Have the "before" pictures on display. (Not every group of students will be interested in this activity. Don't force them.)

CLOTHING
by
Susan Hill

Resources

1. "Six Guidelines Help Consumer Buy Textile Products." What's New in Home Economics, November, 1968. pp. 35-36.
2. "Facts on Foundations and Lingerie." Co-ed, April, 1970. p.63.
3. "Deciding Where to Shop." Co-ed, November, 1970. p. 65.
4. "Your Clothing Dollar." Money Management Institute.
5. "Your wardrobe and You." Filmstrip. Money Management Institute.

Activities

1. As an assignment, have the students inventory their wardrobe, listing all the items and colors. Using this list, let each student determine how many different combinations of clothing he has.
2. Discuss: Why do so many people say "I have nothing to wear" even though their closets are filled with clothes?
3. Make a collection of labels and togs taken from garments. Analyze the information which they offer.
4. Bring into class various types of clothes and have the class judge the workmanship and decide if they were worth their cost.

HOUSING

Room Arrangement, Traffic Patterns

To make a "house" which students can "manipulate" to try out different placement of rooms and study different traffic patterns between rooms, find a large, flat box with low sides (or cut the sides down on a larger box): Collect several smaller boxes and experiment until you find one or more sets of smaller ones which will fill the space in the larger box. The large box represents the outline of the house; the smaller ones, the rooms. If desired, remove the bottom from the smaller boxes so all that remains are the four sides, joined together at the corners. (These may be flattened for storage.) Several such "houses" might be assembled for use in class. They will help students to visualize rooms and hallways as they study the principles of arrangement.

Templates representing basic pieces of furniture can be cut from manila folders or construction paper and used in the cardboard house to study furniture arrangement.

Flannel Board

Prepare a large (about three feet by four feet) flannel board for permanent use in the classroom. It should stand in the chalk tray or on an easel where it is easily seen by the students. Cover it with a light colored flannel. Prepare items to adhere to the flannel as needed for different topics. A bit of flannel glued to the back of pictures should hold them to the flannel board. To study traffic lanes in a house or arrangement of major appliances with heavy black cord (pinned to the flannel at intervals with straight pins) or narrow strips of dark construction paper. Outlines of furniture may be cut from construction paper and backed with flannel for use on the flannel board.

Where Shall We Live?

To give students experience in seeing the pros and cons of several alternatives, to gain experience in decision-making, and to broaden their knowledge of the various alternatives for housing:

Plan a series of field trips to visit types of housing in your community with which some students are not familiar. Particular types will vary of course, with the community and your class. You may include mobile homes, apartments in an urban renewal project, modestly priced new homes such as a young couple might want to buy, an older house for sale or rent. Emphasize to students in advance that each type of house has both good and bad aspects. Encourage them to look for several examples of each in the places they visited. If this is difficult for students, plan to visit places which are empty and conduct a discussion of the good and bad points right there where students can look around and see first hand the points that are suggested by the teacher or other students. When all trips are completed, have a summarizing session at school in which students think again about the pros and cons of each house and try to match each with a hypothetical family. Think of a situation in which each kind of housing might best fulfill the family's needs.

HOUSING, EQUIPMENT, AND FURNISHINGS

by

Susan Hill

Resources

1. "Facts on Deep Freeze" and "How to Choose Curtains and Draperies." Co-ed, October, 1969.
2. "Dinnerware Date." Co-ed, November, 1968. p. 63.
3. "Selecting and Using Small Appliances." Co-ed, December, 1968. p. 54.
4. "Buying Upholstered Furniture." Co-ed, April, 1969. p. 62.
5. "Your Housing Dollar." Money Management Institute.
6. "Buying a Home." Illinois State Bar Association.
7. "Joint Tenancy" Money Management Institute.
8. "Your Equipment Dollar." Money Management Institute.

Activities

1. Study local newspapers and compare rentals in various neighborhoods.
2. List essential community services in a five block area of possible rental. These services should meet the criteria established in class.
3. Have the class study the rental section of a newspaper. If prices and location are given, have the students prepare a list of apartments that might be suitable for single persons or young married people.

4. Distribute a sample lease and discuss the important basic conditions and agreements.
5. Discuss possible problems that might arise from not taking precautions in signing a lease.
6. Why is liability insurance desirable for the apartment dweller as well as the homeowner?
7. Have pupils who live in different types of housing hold a panel discussion of their views of the advantages and disadvantages of their home.
8. Visit a real estate office to study the houses offered. Ask how values are established.
9. Divide class in half and debate "Buying versus Renting".
10. Collect and discuss warranties, guarantees, seals, labels, and tags from appliances and household equipment.

BUYMANSHIP
by
Susan Hill

Resources

1. "Bargain Hunting Ground." Co-ed, September, 1969. p. 86.
2. "Your Shopping Dollar." Money Management Institute.
3. "You, the Shopper." Filmstrip. Money Management Institute.
4. "The How and Why of Packaging." Betty Crocker.

Activities

1. Have pupils write an advertisement in a form which would appeal to teenagers.
2. Have students bring to class several advertisements representing various advertising appeals. Indicate the appeal of each.
3. Students should compare prices of goods in a store which offers trading stamps and in one which does not offer stamps.
4. Have students check the catalog of a "stamp" company for the quality, variety, and style of merchandise offered. Then compare the price of an item in stamps with the cash price. Determine how much money must be spent to get $5 worth of merchandise with stamps. Do stamps increase the cost of goods? If so, are they worth the added cost?
5. Examine the yellow pages of the telephone directory to locate goods and services.
6. Carefully examine merchandise on sale. Try to determine the reasons why it is on sale. Is it outdated? Soiled? Of poor quality?
7. Discuss ways that inexpensive articles for the home may lead interest and excitement. Delegate two students to read and report on "Decorating on a Budget." Forecast, September, 1969. pp. 94-95.

COMMUNICATION SKILLS

Telephone

Two students sit back-to-back on chairs in front of class and have a mock telephone conversation in which one calls the other for some specific information, such as the terms of credit at a furniture store, or to complain about a defective purchase. Any number of topics can be used for the conversation. It may be repeated by other pairs of students with different situations. Stress is put upon knowing precisely what information you need or what action you want to elicit, asking the right questions or making the necessary statements to achieve a goal, and in a general way, using words effectively.

What Would You Call It?

Certain management terms have little relevance to the lives of many high school students. Let students select new names for such concepts as value, goals, consumer, budget, savings, credit, resource, standards, standard of living, etc. Before students can select an appropriate new term, they must understand the meaning of the concept. Acting out the meanings may help stimulate thinking about a better word. Once the new terms are agreed upon, make them the "official language" of the class and use them in place of the old terms. Not all these terms should be presented to the class at once. As the need arises, present the opportunity to find "better words."

EMPLOYMENT

Earning Opportunities

Students may survey their community, or neighborhood to determine what jobs are available for teenagers. They should secure information concerning pay, qualifications, hours, etc. Students work in pairs or teams to make the survey. Prepare a mimeographed summary of this information and give it to all interested high school students.

Choosing Vocations

To help students begin to think seriously about their own futures with special references to how they will earn a living: If little thought has been given to this previously, it may be helpful to begin by stimulating students' thinking about the kinds of jobs that exist. A series of films about vocations, or a game of charades in which students act out careers for others to identify are possible approaches. After some thinking about the types of jobs that exist, have each student indicate one or two in which he feels most interested. Arrange to put students in touch with persons who are working successfully in each of these fields. This may be done by having a few of the workers at a time come to the class and discuss job qualifications, satisfactions, and their own feelings about the job with a group of students. If such visits are not feasible, perhaps an evening meeting or a visit to the workers' homes after working hours could be arranged by a group of students who are interested.

After such discussions, the class may find it helpful to record what they have learned and how they feel now about the possibilities of that job for themselves. Perhaps each student might keep a personal "job notebook" of occupations which he is considering. Include all information collected about jobs, Add to it throughout the year as new ideas or new information are gathered. Help each student to project his needs and wants for the future and think about the job he wants in light of salary adequacies, steadiness of the work, satisfactions other than money. He may include in the notebook a projected plan of the family he will have, where he will live, a sketch of his house, illustrated ways he will spend his time, things he will want to own, etc. Urge hime to think in realistic terms about his future and show him that thinking and planning now can influence his future.

Make it clear that vocational plans can be changed, both now and later in life. The purpose of this experience is not to make him decide now what he will do later, but to encourage him to think in realistic terms and to begin to plan ahead.

The Right Job For You

The teacher reads a personality sketch to the class. They then suggest vocations which would fit a hypothetical person, based on what

they have learned from the activity described above. This could also be done in groups if desired, with each group working with a description of a different personality. Consider in choosing the vocation the influence of the persons' values, abilities, interests, and goals. Ask the class the following question: In choosing the vocations, have you really considered the characteristics of the hypothetical person--or have you let your own values, goals, etc., influence your decision?

Job Satisfaction

Guide the class in a discussion of job satisfaction, using the following questions: What is "satisfaction?" Can you think of a better word for the same feeling? Is it the same thing as enjoyment? Having fun? Is it doing something you don't really enjoy but feeling good afterward because you know it was a good thing to do? Can you think of a time you felt satisfied after finishing some kind of work or chore? What things have you done in the past week which has brought you the most satisfaction? Do some people gain satisfaction from their jobs? Everybody? Why not? Who do you know who gains satisfaction from his work? How can you tell?

DEVELOPING AN UNDERSTANDING OF SELF

Unit Compiled by Mrs. Carol Matheson

Generalizations	Emphasis	Activities
A. Developing the Personality Heredity and environment are factors which determine the potential of an individual.	1. Understanding our heredity and environment helps us understand ourselves.	*Have students display pictures of fathers, mothers, grandparents and themselves. Distinguish between inherited and acquired characteristics.
The uniqueness of each individual results from his or her own initiative	2. The sense of self grows as the individual participates in an ever-widening environment.	*Contrast the environmental influences of growing up in a large or small family. Landis. Building Your Life. pp. 4-30.
B. Understanding the Self-Image Understanding one's self helps a person to understand others.	1. The individual's perception of himself determines how he will behave.	*Discuss "What kind of a person an I?"
Understanding helps one better understand himself.	2. The response he receives to his behavior may change his self-perception.	*Discuss how this self image affects your behavior. *Describe yourself as you hope your friends see you. *Write a description as you see yourself. *Discuss the meaning of personality and list desirable and undesirable traits. Landis, pp. 45-70.

Generalizations	Emphasis	Activities
C. Understanding Emotional Growth Recognizing feelings and directing reactions are steps in emotional growth.	1. Maturity results from using our feelings constructively.	*Make a bulletin board showing the different aspects of maturity such as social, emotional, physical, etc. *Discuss teen-age moods such as elation and depression. Describe how these moods can best be handled.
	2. Adolescents have a desire and need to become independent.	*Discuss the statement "Independence and responsibilities are related." Langdon, Teaching Moral And Spiritual Values. pp. 47-89.
D. Self-Improvement In changing patterns of actions, new behavioral patterns are learned in place of former patterns.	1. Behaving according to generally acceptable standards contribute to a feeling of belonging.	*Analyze personal characteristics that are good, those that must be accepted and those that need to be improved. *View film or use case studies that illustrate how individuals may behave differently due to differences in values, attitudes and beliefs. Coronet Films. Landis, pp. 71-80.

Topic: Understanding and Getting Along With Others

Generalizations	Emphasis	Activities
A. Relationships with Others Socialization leading to the formation of attitudes, beliefs, values, and needs influences a person's perception of others.		*Think of someone who gets along well with others, analyse the qualities he or she possesses.
	1. Friendship contributes to one's completeness as a person.	*Discuss "Why we need friends" "Ways one may express friendship" SRA Getting Along With Others.
	2. The ability to make friends may be increased by the development of desirable personality traits.	*Discuss the impression you had when first meeting a particular person. Tell how these impressions changed when you got to know him.
B. Self-Confidence Each individual family member affects and is affected by the family.	1. A person is helped to develop his potentialities when he has a significant place in a family.	*Discuss: the value of having self-confidence; how it is gained. *Plan experiences (individual and as a group) that will help develop more self-confidence such as using a tape recorder to see how voices sound. *Analyze posture and carriage.

Topic: Increasing Understanding of Self, Family and Others

Generalizations	Emphasis	Activities
A. Personal Goals and Values Some of the most influential and compelling values are held unconsciously.	1. Values are ideas or opinions of the desirable that give direction to behavior and meaning to life.	*Have a student write a paragraph or tape interviews with one another telling what they would like to accomplish in the next ten years and how. *Students make a list of their wishes. Rank these in order of importance and analyze how one's wishes and desires are related to one's values. Landis, p. 172. Langdon, pp. 47-110.
B. Interpersonal Relations Socialization results from a continuous interaction of the individual and his environment.	1. An attitude of respect for the unique worth of each individual is conducive to the development of friendships. 2. Social maturity comes from learning to accept responsibilities. a. Recognition of rights of others. b. Good citizenship. 3. A woman choosing employment in addition to homemaking has dual responsibilities a. Family obligations. b. Work obligations.	*Compare the value of belonging to social groups to that of gangs and cliques. Landis, pp. 54-59. Landis, pp. 45-58. *Use check list "Are you accepting obligations with your new privileges?" *Discuss the student's self-obligation while in school such as scholarship and study habits. *Discuss the relationships of the quality of the students citizenship now to that of his role as community member tomorrow. *Discuss problems which the working homemaker faces. Landis, pp. 119-162.

Topic: Growing Toward Maturity

Generalizations	Emphasis	Activities
A. Maturing as a Young Adult Youth have opportunities to develop feelings of worth and significance.	1. Maturity is revealed in an individual's use of the resources available to him.	*Have a panel of "The Responsibilities and Privileges of Growing Up."
B. Maturing as a Family Member Basic trust is an attitude toward one's self and the surrounding world.	1. Understanding among family members is facilitated by open communication lines.	*Role-play to resolve problems relevant to respecting the rights and privileges of other family members. SRA Getting Along With Brothers and Sisters.
C. Maturing as a Wage Earner In the process of self-development the individual builds up a set of values which are important criteria for his decision-making.	1. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of actions.	*Each student identify a carrer interest. Identify part-time jobs that would be helpful in preparation for this career. *Plan debates to stimulate student thinking of the value of planning, and preparing for future careers. *Discuss occupational opportunities at different levels using homemaking knowledge and skills. SRA Discovering Your Real Interests. SRA You and Your Abilities. Other resources from: 1. U. S. Department of Health Education and Welfare 2. Office of Education.

Topic: Understanding the Relationships Involved In Applying For and Keeping A Job

Generalizations	Emphasis	Activities
A. Job Application A mature individual is able to perceive and accept the world and himself realistically.	1. An employee must go to an interview prepared to give factual and educational information.	*Make a bulletin board on sources of employment. *List your job qualifications. *Each student make a personal file including: employment interests, educational assets, a list of references, Social Security Number, birth certificate, completed sample of application forms, and letter of application. *Prepare each student for a personal interview at a local place of employment. SRA How To Get The Job SRA Handbook of Job Facts United States Department of Labor.

Generalizations	Emphasis	Activities
B. <u>Stress Factors of the Job</u> Stress on the job requires maturity, stability, interest and an adjusted personality.	1. The employee should relate his personal qualities to the type of employment he is seeking.	*Discuss the need of good grooming, personal hygiene and appropriate dress in relation to employment. *Examine a personality and aptitude profile from guidance counselor. *Identify the expectations of the employer by role-playing. *Prepare an individual analysis from profiles, check list and employer's expectations to determine possible difficulties on a job.
	2. When an individual enters into a relationship, he contributes to it and receives from the experience.	*Interview employers to find the actions taken in employee-employer relationships when management standards are not met. *Have a panel suggest solutions for possible frustrations related to employmant which must be tolerated for continual success on the job. (Personality conflicts of employees, domineering supervisors, jealousy, split shifts, etc.)

Generalizations	Emphasis	Activities
		*Discuss how these things may help your employment potential: learning the names of co-workers, trade language, privileges, proper use and care of equipment, respecting rights of others, knowledge of firm, careful observation of safety rules, etc.
C. An awareness of alternatives increases the individual's ability to make choices according to his needs and wants.		*Consider goal setting--for things you want--at a time when you can afford to buy. *Discuss the importance of saving. *Keep record of earing and spending for a designated period of time. *Consider various costs of living and how locality affects living. *Study state laws pertaining to homes, also city ordinances. SRA How to Get the Job Money and You Employment Aspects of Home Economics Education. University of Illinois. 1965.

Building Personal Relationships

To the Teacher: The following activities are designed to help students learn to work at a deep level on improving interpersonal relationships. They will affect students' self-images, as well. These experiences will work best after the class has developed a rapport with one another and with you, the teacher.

The manner in which you present these experiences will make a great of difference in their success. Your attitude and tone of voice create the mood in the classroom. Try to create a mood of acceptance, understanding, and openness before you introduce these activities.

You may not use all of them on the same day. Do start with the first ones, however, before progressing to the others, as some require a good deal more rapport within the small groups than others.

The first exercises described are for the purpose of building rapport and openness with the group. Be sure to use them each time you choose to do this type of activity in the classroom. Do not plunge immediately into deeper levels of self-revelation, such as those required when students tell one another something they would like to change about themselves.

Introduce only one experience at a time. That is, tell the groups to do one kind of sharing. Then allow sufficient time for all the groups to do this. If active conversations grow within groups, allow them to continue for a reasonable time. Do not create a feeling of hurriedness.

The following instructions are entitled "Instructions to Students." However, they should be presented by the teacher in her own natural manner of speaking. They are given here for the purpose of helping the teacher to decide what to say when introducing each experience. Do not merely read these instructions to the class. Your presentation should be much more personal. Therefore, read these instructions over until you are familiar with them. Then say them in your own words to your class.

Instructions to Students: Everyone enjoys receiving compliments when he really deserves them. Sometimes people feel embarrassed about complimenting others, however. Expressing honest compliments can help people to get along better with one another, to be happier in school or in their jobs, to make friends more easily. People can learn to pay honest compliments to others without feeling embarrassed. They learn by practicing.

1. In a group of three or four classmates, practice expressing your "good feelings." Begin by having each person in turn tell one good thing that has happened to him recently. It can be a very small thing, but it must be good. Then have each person tell about one person he knows who is nice to him. Be specific. Why is he nice? What does he do or say that makes him nice? Have you ever told him that you think he is nice?

2. One of the hardest things for some of us to do is to tell others what is good about us. We feel embarrassed. We are afraid others will think we are boasting and will not like it. However, it is important to learn to see the good in ourselves. In your small group, take turns telling the others one good thing about yourself. Other members of the group may express agreement if they wish; but no one may express disagreement at this time. No one may make fun of anyone else or "cut him down." This is a time to help each other practice talking about good things only. After each person in the group has told one good thing about himself go around the group again and let each person tell another good thing. Go on as long as you can.

3. Play a guessing game with your whole class. One person describes someone else in the class, telling only good things about that person. The class must guess who is being described. Let several people have turns. Play this game several times, on different ways.

Try to look for the good points in the people you are with today, both those at school and those at home. Pay an honest compliment to one person.

4. Everybody has good points. Everybody also has some ideas about things he would like to change about himself. In the same group you were in previously, take turns telling each other one thing you would like to change about yourself. Take a few minutes to talk about these things. Do you know how to go about making the changes you desire? Perhaps others in your group can help you think of ways. Perhaps your teacher can help, too.

GAME

Student interest may be stimulated through the use of games. The following is a versatile game form which could be used in a number of different ways, depending upon the content desired.

A piece of poster board is marked off in 2½ inch squares around the outside edge. Players roll a die or spin a spinner (available at dime stores) and move their markers as many places as the number indicated on the die or spinner. Markers may be different colored pieces of construction paper, parts from another game or any small objects which enable players to differentiate their own markers from those of the other players. Different colored spools of thread would work well. When a player lands on a square, he must do what is indicated on that square. The task may be to answer a question (in which case a correct answer scores a point). This game can be used to test knowledge of the students. Many students react poorly to written tests. This game enables the teacher to test knowledge without the necessity for the student's reading the test and writing answers. A group of four to six students may play at a time while the teacher observes the game. The teacher can make notes on each student's success in answering questions without making students overly aware that they are being "tested."

The game is useful also as a discussion-stimulating device to aid students in becoming familiar with the process of working in small groups. A game board, spinner, and markers can be given to each group. In this case, the game board needs to have squares which suggest topics for students to discuss together. For an initial experience in groups, the board may ask such things as, "Name your favorite television program and explain why you like it," "What is your favorite color? What feelings do you associate with that color? How do you feel when wearing that color?" Some squares might ask students to complete sentences such as, "I like to...," "I want more than anything...," "School is...," "Ten years from now I will...," etc.

The questions on the game boards can change frequently as groups become more able to discuss topics freely.

"Teach-Me"

One teacher effectively utilized 'Teach-Me' time. One period a week was set aside when the pupils were required to teach the teacher something they knew that he didn't. They would begin these periods by asking the teacher a series of 'Have-you-ever-heard-abouts.' Whenever he pleaded ignorance, they would explain it to him. The topics ranged from the latest dance-step, to a street game, to pupil expression. This was not only an effective way for the teacher to